Messages

Principal's message

Bribbaree Public School is a small rural school which services the township of Bribbaree and outlying rural properties.

Being a small school allows for each student's individual learning needs to be catered for, thereby allowing them to experience success in their learning.

The students are also offered many opportunities to mix socially, culturally, on the sporting field and academically with the small schools from Young and surrounding districts. These opportunities allow the students to forge relationships with the students from other schools for when they move onto High School.

Many of the opportunities offered to the students are only possible because of the generosity and hard work of the dedicated P&C. Sausage sizzles, raffles and many canteen functions have raised funds which have been directly put back into the school for the benefits of the students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kathy Nott, Principal

P&C and/or School Council message

2008 the Bribbaree Public School P&C continued its very active role in assisting and promoting a number of school activities including parental involvement in teaching activities.

During the year our P&C have contributed to educational material, including a new smartboard for the lower division and contributions towards an excursion to Mt Selwyn Snowfields, enabling all students to participate and numerous improvements around the school grounds.

We have provided weekly canteen facilities for the staff and students along with regular special days to promote healthy eating habits.

The P&C appreciates the need to be kept well informed about all salient events and activities concerning the students and allowed to assist where appropriate in all important decisions.

I am concerned however of the lack of male interface at our school which is needed to provide a balanced education in life skills to the students. Role models and role playing are an important part of a student's education and will greatly affect their future social skills and position. In 2009 the only position representing the male proportion of the students, teachers and assistants at our school will be the General Assistant. This problem will need to be addressed in 2009 by our current Principal and the Department of Education to ensure a well balanced education facility and a strong future for our school. Members of the P&C and surrounding community consider it very important to be actively involved in the education of children at our school and greatly appreciate the opportunity to assist in all pronouncements affecting the general direction of the principles imposed at our school.

Greg Coltman
P&C President.

Student representative's message

Bribbaree Public School has given us both the opportunity to develop our social, cultural and learning experiences to ensure we are well prepared for later life.

As the leaders of the school we were offered the opportunity to attend the Young Leaders Conference in Sydney and the inspirational speakers such as James Castrission, Justin Jones and Catriona Rowntree motivated us upon our return to school to share with our peers our experience and perform at a higher level in all areas.

Students from 3-6 joined with the Young Small Schools and travelled to Mt Selwyn Ski fields. It was a wonderful social experience to renew our friendships and learn how to ski.

As a school group we all travelled to Canberra for 3 days to discover the many wonderful exhibitions and cultural sites that Canberra has to offer. This also allowed us as a group to work and socialise together. This year was also the year we participated in the Young Small School Concert and we spent many days in Young practicing our Marimbas, singing, dance and drama to perform as a group to the wider community. The concert was a resounding success.

2008 has been an exciting year for us as leaders of the school, it has provided us with leadership skills and preparing us for the next stage in our life.

Madison Copelin-Hunter and Jacob Coltman
School Captains
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>13</td>
<td>16</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.9</td>
<td>88.4</td>
<td>90.9</td>
<td>88.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.5</td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Please note our low attendance rate is due to our part time program for some kindergarten students.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Primary Part-time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

Staff retention

Staffing allocation for 2009 has not changed. However, in 2008 a permanent teaching principal was appointed following the previous principal relinquishing the position after being on leave.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>116 857.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>52 906.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75 216.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14 215.15</td>
</tr>
<tr>
<td>Interest</td>
<td>7 388.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 488.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>268 073.63</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 7 938.03
- Excursions: 5 400.15
- Extracurricular dissections: 8 960.84
- Library: 1 512.08
- Professional Learning: 9 323.73
- Tied funds: 103 134.67
- Short term relief teachers: 581.55
- Administration & office: 21 345.93
- School-operated canteen: 0.00
- Utilities: 7 355.39
- Maintenance: 2 016.53
- Trust accounts: 1 358.30
- Capital programs: 4 184.56

Total expenditure: 173 111.76
Balance carried forward: 94 961.87

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Results can not be displayed because the small number of student is below the privacy threshold.

Numeracy – NAPLAN Year 3
Results can not be displayed because the small number of student is below the privacy threshold.

Literacy – NAPLAN Year 5
Results can not be displayed because the small number of student is below the privacy threshold.

Numeracy – NAPLAN Year 5
Results can not be displayed because the small number of student is below the privacy threshold.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008
Results can not be displayed because the small number of student is below the privacy threshold.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008
Results can not be displayed because the small number of student is below the privacy threshold.

Significant programs and initiatives

Aboriginal education

There are no Indigenous students currently enrolled in the school.

School plans, programs and practices integrate strategies that promote all students developing an awareness of Aboriginal Education. All children study Aboriginal culture in HSIE and English units. Acknowledgment of Country is made at assemblies and important school events.

School writing program was supported again this year with a visit from Indigenous writer Robert Tricky and participation in 'Aboriginal for the Day' a day workshop offered at a neighbouring school at which the children were offered opportunities to participate in traditional art, story telling, dancing and cooking.

Multicultural education

The school promotes racial and cultural respect and tolerance through curriculum perspectives and special days such as Harmony Day, and participating in CWA International Day’s country of study.

The whole school anti-racism policy ensures equity for all. There are currently two trained Anti-Racism Contact Officers (ARCO) in the school.

Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs.

All students vote for the school captains through an open and democratic process. The captains lead assemblies and represent the school at outside activities. All students in Stage 3 are encouraged to take on leadership roles and offered opportunities to pursue these roles such as attending the Leadership Conference in Sydney and assisting with new students to the school.

The students participated in the Bribbaree Anzac Day March and Remembrance Day ceremonies.

Other programs

PSP

The Priority Schools Program is an equity program designed to improve the learning
outcomes for students from low socio-economic backgrounds by raising expectations in order to achieve quality education for all.

During 2008 a Support Teaching Learning was employed for two days per week to target students who were targeted for support in the areas of literacy and numeracy. Students who received support demonstrated steady growth especially in literacy. Growth in numeracy was not as successful indicating a need to develop a K-6 Mathematics Scope and Sequence and a plan to implement a K-6 Count me in continuum.

CAP
The Country Areas Program is designed to enhance the learning outcomes for students in geographically isolated areas. In 2008 students and staff were offered many opportunities to enhance their learning and experiences.

Staff attended the Hawker Brownlow Conference in Melbourne along with staff from other Young Small Schools and one staff member attended the Biannual CAP conference held in Dubbo.

Students were offered opportunities to participate in Musica Viva workshops, writing workshops offered by ‘Paul Stafford’, quality Sport Days, exploration of ‘Moodle’ technology and ‘Exploration of Brain Theory’ activities. These opportunities allowed the students to mix socially with their counterparts from surrounding schools and also enhanced their learning opportunities.

Progress on 2008 targets

Target 1
85% of students will achieve stage based outcomes in reading skills.

Our achievements include:
- 90% of Year 1 and 2 achieved year appropriate reading fluency results.
- 85% of K/1/2 achieved age appropriate reading skills.
- Student results were seen to improve with the assistance of STLA.
- Infant staff trained in small school’s literacy program.

Target 2
All students demonstrate achievement of stage based outcomes in number, space and measurement with an emphasis on thinking mathematically.

Our achievements include:
- 85% of students working at or above counting on stage in Mathematics.
- Using teachings that focus on open ended and Newman’s Analysis to explicitly teaching thinking and working mathematically.

Target 3
To raise self-esteem and confidence in all students and develop a collegiate working team of staff, students, parents and community, with an emphasis on respect and responsibility.

Our achievements include:
- School Captain’s attending the Young Leaders Conference, which provided them with opportunities within the school to demonstrate leadership skills.
- A decrease in incidences of bullying reported in the playground.
- Increased student application to set class tasks.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of learning and P.D/Health/P.E.

Educational and management practice

Learning

Background

The review was conducted using a teacher, parent and student survey.

17% of these surveys were returned by parents.

Findings and conclusions
- The surveys on learning indicated that 100% of parents who returned their survey, agree that teachers at the school are continually upgrading their skills and there is good equipment within the school for students to access for their learning.
- 100% of the parents who returned their surveys believed that students in the school do not demonstrate pride in their learning.
• 90% of students are happy with their progress in learning.
• K/1/2 children were eager to have an IWB installed in their classroom.
• All staff agree that they use a wide range of appropriate resources to assist with student learning.
• Staff believe that students need to take responsibility and have pride in their learning.

Future directions
The school will offer more opportunities for the parents to become familiar with how their children learn and how teaching and learning occurs in the school. In 2009 the schools welfare policy will be updated to focus on students developing an awareness of what pride looks like in the school community.
Due to lack of parent responses we will conduct a whole school forum to evaluate our annual evaluations.

Curriculum
Personal Development, Health and Physical Education.

Background
The review was conducted using a teacher, parent and student survey.
60% of these surveys were returned by parents.

Findings and conclusions
• Most children indicate they enjoy sport and fitness activities.
• All children are aware of the importance of making healthy choices.
• In the K/1/2 room some students didn’t enjoy the dance component of the PE lessons.
• In the 3-6 classroom some children did not have a good understanding of how bodies grow and change.
• Most parents indicate that physical education is an important part of their child’s education.
• Most parents believe that active after school provides a valuable sporting experience for their children.
• Teachers are happy with the teaching and learning of PD/H/PE in the school.

• Teachers believe the policy and practice of PD/H/PE needs reviewing.

Future directions
Staff are currently reviewing the teaching of PD/H/PE within the school to ensure that all staff have an understanding of the skills, knowledge and values of the PD/H/PE curriculum. Explicit teaching will also focus on students being more aware of the content of their lessons.

School development 2009 – 2011
The school has developed a comprehensive development and management plan which has been endorsed by the School Education Director.

Targets for 2009
Target 1
Literacy
80% of students achieve stage based outcomes in reading
Strategies to achieve this target include:
- Use Best Start analysis to inform individual student learning needs in Kindergarten
- Professional learning and teaching for 2 staff members in Accelerated Literacy
- Staff develop reading continuum based on syllabus outcomes and Consistent Teacher Judgement.

Our success will be measured by:
- Improved student achievement in reading
- Improved student achievement in comprehension
- Quality teaching evident in all literacy lessons.

Target 2
85% of students achieve stage based outcomes in Numeracy
Strategies to achieve this target include:
- Continuing professional development for all staff in CMIT and Counting on.
- Targeted support for individual leaning needs determined by analysis of NAPLAN numeracy and SENA 1 & 2 assessments.
- Conduct parent workshops in CMIT and Counting On strategies.
Our success will be measured by:

- Staff utilising strategies from CMIT and Counting On consistently from K-6
- Targeted students showing growth in all strands of Numeracy.
- Parents becoming more empowered with an understanding of CMIT and Counting On and how these programs are used in the classroom.

Target 3

All stage 2 and 3 students will produce a digital movie by the end of 2009

Strategies to achieve this target include:

- Online training for staff and students to use movie maker.
- Integrate engagement element of Quality Teaching framework in all areas of technology.

Our success will be measured by:

- Students will have an increased knowledge in technology.
- Staff will have a better understanding of the use of digital movie making.
- Stage 2 and 3 students will showcase their movies at the end of the year.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kathy Nott Principal
Kylie Starr Classroom Teacher
Michelle Mundy School Administrative Manager
Greg Coltman P&C President

School contact information

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Fax: 02 6383 2248
Email: bribbaree_p.school@det.nsw.edu.au

School Code: 1354

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: